

## WEBBING TECHNIQUE TO IMPROVE THE STUDENTS' WRITING RECOUNT

### *Teknik Webbing Untuk Memperbaiki Penulisan Teks Recount Siswa*

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#### **ABSTRACT**

*This research was aimed at investigating the use of webbing technique in teaching writing recount text. A quasi experimental design was employed with two classes of the eleventh graders at one school in Sungguminasa, Gowa selected with cluster sampling as sample. The data were obtained through a pre-test, a post-test and an questionnaire. The writing assessment was covering content, schematic structure, and language use. The findings were analyzed statistically using independent t-test procedure. The statistical computation showed that webbing technique was likely effective in improving the students' writing skill in recount text (value of  $t_{6,74} > \text{value of } t_{table 1,99}$ ). Furthermore, the students' perception towards webbing technique is 91,7% students agree that this technique could help them to increase their writing skill. Designing the learning purpose appropriately which considers students' needs and language level may ease teachers to use the webbing technique in improving students' writing recount text. The teachers may try to take advantage of webbing technique to be utilized in their classroom activities to conduct an effective and interesting learning atmosphere in the classroom.*

**Keywords:** *webbing technique, recount text, teaching writing*

Writing is one of the basic competencies in English subject. As the basic competence, writing brings considerable advantage to those who can do it well in many sites, personal and occupational (Derewianka, 2004: 244). It also may be very important in accordance to the needs of students in teaching and learning process (Patel and Jain, 2008: 125). Nevertheless, the act of writing itself is difficult and tends to be very complex because it is very different from talk and students can not simply pick up the linguistic structures involved (Bruce, 1986: 78). Searching for the right words to write also makes writing be more difficult for the students. Producing any kind of long, coherent writing can feel like a struggle, involving hours of seeming inactivity in front of a blank pad of paper.

Teachers have to provide many techniques that make students doing more practices which enhancing their ability in choosing and arranging ideas, words or sentences in writing, especially recount text (Patel and Jain, 2008 : 107). Teacher



should select teaching aids or technique according the objectives decided by the teacher so that skill of students in writing could be developed well. There are many techniques in teaching writing, one of the techniques named webbing.

As Patel and Jain (2008:122) suggest that the use of maps or webs and pictures play main role in writing process and it could make students more interested in the writing process. It teaches students how to visually map the interrelationships among story plot, characters, setting and theme. In other words, webbing shows a lot of words or ideas among the events on the story and keeps them loosely connected where the writer can draw picture to be displayed. The sequence of event is then described in some sort of order, for instance a time order.

Regarding to the descriptions above, this study is very important in order to provide an appropriate alternative teaching technique in writing recount text. In conclusion, the investigation of the study will be the use of webbing technique in teaching writing recount text and students' perceptions towards the use of webbing technique in teaching writing recount text.

### **1. Teaching Writing Recount Text**

It is suggested that the best way to teach language and conduct the classroom activity in the process of teaching and learning is through genre based approach since language learning considered having a close with social activity where the formation and constitution of language and texts are emphasized on genre based approach stages. Therefore, the genre based approach is the most effective methodology in implementing a text-based curriculum (ibid). This approach has become popular since 1980s and first developed in Australia along with the notion that students could benefit from studying different types of written texts (Yan, 2005: 77). Furthermore, genre represented as stages or goals oriented in social process where members of culture interact with each other to achieve them and it is usually takes more than one step for participants to achieve their goals. The other rational for adopting genre based approach is that, genre based approach facilitates clear links to the student' purposes for writing beyond the writing classroom. Moreover, to teach genres, the proponents of Genre Based



Approach (GBA) propose the framework of teaching, what they call as curriculum cycle which consists of a number of stages (Paltridge, 2004: 155; Lin, 2006: 56). They are Building Knowledge of the Field (BKoF), Modelling of the Text (MoT), Joint Construction of the Text (JCoT), and Independent Construction of the Text (ICoT). Each stage has special objectives and activities. The reviews about these stages are as follows:

a. Building Knowledge of the Field (BKoF)

Building Knowledge of the Field (BKoF) can be inferred as the preparation stage (Feez, 1998: 87). It is the first activity to prepare student to get into the new topic of the text and aimed to introduce genre, identify students' major understanding, plan number activities, control relevant vocabularies and grammatical patterns of the particular genre, building up a shared experience and cultural context about the topic of text (Feez, 1998: 34)

Meanwhile, the interactions mostly happen between teacher and class, and the students with their partners. The focus is on the content information and the language of the genre of the text that is going to be used (ibid). As Emilia (2011: 34) suggests, the teacher could use a variety of approaches in this stage, such as reading, viewing, researching and note making to engage students and develop their knowledge of the field and skills. This will allow them to practise locating, gathering and organising appropriate information for the construction of a new text in a given topic (Emilia, 2011: 33-35).

b. Modelling of the Text (MoT)

The second stage is Modelling of the Text (MoT) or deconstruction which focuses on one or more models of genre where the teacher should select a text that will be a guide for students to produce a similar text, recognise the purpose of the text, organization of text and the language features (e.g. for recount genre—orientation, series of events, re-orientation) and enables them to the next stage of GBA (Joint Construction) (Emilia, 2011: 65).

c. Joint Construction of the Text (JCoT)

Next stage of GBA is Joint Construction of the Text (JCoT). The focus of the stage is illustrating the process of writing a text where the students and the



teacher writing a text together (Emilia, 2011: 55). The teacher and students engage in the joint construction of a new text talking explicitly about the purpose of text and the intended audience, their language choices, the development of the stages in the text if the purpose is effectively achieved.

d. Independent Construction of the Text (ICoT)

The last stage of Genre Based Approach (GBA) is Independent Construction of the Text (ICoT) (Emilia, 2011: 61). It is the stage of students' practice to write and use their knowledge of stages in the text, language features and the purpose of the text (ibid). Then, they write their own text by making a draft, consulting, editing, rewriting and publishing the text. Referring to the explanations above, this study followed Genre Based Approach (GBA) stages (Building Knowledge of the Field (BKoF), Modelling of the Text, Joint Construction of the Text, and Independent Construction of the Text) in teaching writing through webbing technique where the researcher acted as the teacher to introduce and explain about the text that the students going to explore, give a model of the text, make a text through webs, and publish the text. The researcher also gave more emphasized on the third and the fourth stage of GBA through the use of webbing technique which important for making the webs and the text.

## **2. Webbing Technique**

Some experts state that webbing is the best outlining techniques for thinking ideas through quickly and recording thoughts before they disappear which produces a visible picture, so that students can begin to see where they are going. It can be a tool to help the students in writing essay. So, the production of essay will be more focus and has good structures. In other words, it is believed that webbing can help students to see and understand the cognitive connections, or links among their subjects, ideas and information in their lives.

It has the same meaning and also function in presenting relationships between ideas by using webs or maps which involves the exploration of relationships among ideas, concepts or events. In short, it is about writing a lot of different terms and phrases onto a sheet of paper in a random fashion and later go



back to link the words together into a sort of "web" that forms groups from the separate parts.

Therefore, based on those literature reviews on webbing technique, the researcher expects that webbing technique can improve students' writing skill since it is believed that webbing is a high level of note-taking, drafting and brainstorming technique.

a. Steps of webbing technique

There are some steps in teaching writing through webbing technique as suggested by Buzan (2005: 113). Firstly, students can begin to understand webbing by using a large sheet of paper and draw a square or circle in the center of the paper. Write the main topic in the square or circle. As on the following example:

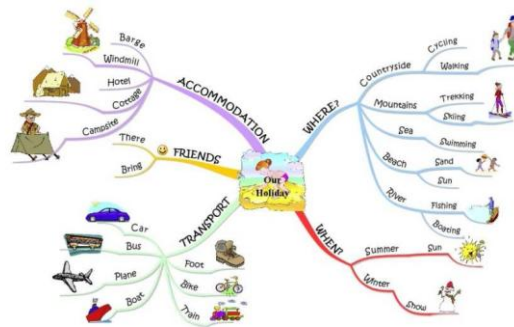
Figure 2.1

The First Step of Webbing (Personal Recount: Holiday)



Secondly, think about words that can associate with the 'main topic' (Buzan, 2005). Then, draw a line from the first circle to a smaller circle (ibid). Write a detail or sub-topic about the main idea in the smaller circle (Buzan, 2005: 3). Continue adding ideas, details and information by drawing lines to either the main idea or one of the sub-topics (ibid). Repeat until the students have written down all the main ideas. Students can repeat the brainstorming activity for each of the words in the first cycle followed by a second cycle of associated words, and making the chart look like a spider's web itself and put the pictures as an addition (Buzan, 2005). The following example is the end product of the webs.

Figure 2.2  
Example of Webbing (Personal Recount: Holiday)



Based on those review above, the creation of webs can be concluded into three steps (Buzan, 2005: 8). Firstly, determine the main idea or theme of the web. Then, determine the major branches by brainstorming ideas related to the main idea. Finally, connect the branches with one another.

### 3. Guided Writing Technique

As a reference, there will be a guided writing technique that used in control group. This technique is one of the best ways where the teacher gives the students to communicate in writing by demonstrating, or modelling the text by using printed materials which is be more effective when the teacher explains what the teacher doing and why (Patel and Jain, 2008: 71). It enables students to work independently under guidance of teache.

The aim of this technique is to make students be more familiar with the type of the text, the purpose and linguistic features of the text that they're going to write (Patel and Jain, 2008: 83). This involves students examining examples of one or more specific types of text and attempting to emulate the patterns or forms in these examples in their own writing.

In short, the teacher should select the example of text which enables the students to make similar text and be a guide to write where they listen and respond to various texts with similar communicative purpose. Furthermore, in this study, the students in control group were supplied all necessary structural and lexical items to along with the thoughts and ideas to be expressed.

## **RESEARCH METHODOLOGY**

The Research on the use of webbing technique in writing recount text was adopt a quasi-experimental research design where there were a pre test, a treatment and a post test used in collecting and analyzing the data (Walliman, 2006). It was formal, objective, systemic process in which numerical data was utilized to obtain information about the study and a common research approach in educational research.

### **A. Population and Sample**

The study was conducted at SMA Negeri 1 Sungguminasa. The characteristics of the population were Indonesian native students, the age is around 16 years old and most of the students have difficulty in writing English. The researcher chose 2 classes as samples; the first class was experimental group (12 IPA 1) and the second was the control group (12 IPA 2). It used the cluster sample where the sample formed naturally in social setting, represented the characteristic of the population and did not use randomization since the experimental and control groups classes were set based on the English teacher's population suggestion (Walliman 2006: 78).

### **B. Research Instruments**

The study utilized two instruments as the tools in collecting the data (Walliman, 2006: 78). The instruments were test and questionnaire.

### **C. Procedure of Data Collection**

#### **1. Test**

The test was organized in order to find the students' writing skill improvement towards the use of webbing technique in teaching writing recount text. It was carried out as the instrumentation to collect the data of the students' scores in pre-test and post test in both of two groups (control group and experimental group). Then, written test was used as the test instrument where the students' works were examined. The first written test (pre-test) was aimed to know the students' skill in writing recount text before the study was conducted. The written test in post test was aimed to find out the students' skill in writing recount text after the study was conducted. In addition, there were three main



aspects in scoring and analyzing the recount text created by the students. They were the content of the text, the schematic structure of the text and the language use.

## 2. Questionnaire

The use of questionnaire in order to strengthen the findings of the study and answer the second problem of the study where a set of written questions was used to get information from the students in terms of their perception on the use of webbing technique in writing recount text (Walliman, 2006:88) It was the instrument of data collection that typed in a number of questions and the form were closed questions, simple and avoiding the personal questions which requires in making a judgment about the students' perception.

Moreover, the close-ended questionnaire was used in the study in order to provide consistency of response across the students and generally easier to use and analyze related to the objectives of the study. There were 10 questions. In constructing each question in the questionnaire, it was important to determine the data that should be gathered related to the objective of the study. Thus, the questionnaire items were divided into three general aspects, as follows:

### **D. Procedure of Data Analysis**

The purpose of analyzing data was to find meaning in the data by systematically arranging and presenting the information.

#### 1. Scoring technique

To obtain a valid score that represents the students' skill in writing a recount text. There was a scoring technique conducted by the researcher which consisted of three main aspects in scoring and analyzing the recount text created by the students. They were the content of the text, the schematic structure of the text and the language use (Emilia, 2011: 155).





**Table 3.2**  
**The Scoring Rubric of Recount Text**  
 (Source: Emilia, 2011: 153)

CRITERIA	LEVEL	
<b>Content</b>	<b>31-40</b>	<ul style="list-style-type: none"> <li>- Event was stated explicitly</li> <li>- Event is clearly recorded</li> <li>- Significance can be evaluated</li> <li>- There is a personal comment</li> </ul>
	<b>21-30</b>	<ul style="list-style-type: none"> <li>- Event is clear enough mentioned</li> <li>- almost events are involved</li> <li>- give evaluation to some event</li> <li>- There is a personal comment</li> </ul>
	<b>11-20</b>	<ul style="list-style-type: none"> <li>- event is written in general way</li> <li>- event is recorded clearly</li> <li>- weak evaluation to the event</li> <li>- personal comment is not enough</li> </ul>
	<b>1-10</b>	<ul style="list-style-type: none"> <li>- Event is not written</li> <li>- Events are not known</li> <li>- Evaluation is confusing</li> <li>- no personal comment</li> </ul>
<b>Schematic Structure</b>	<b>31-40</b>	<ul style="list-style-type: none"> <li>- Orientation gives all the information</li> <li>- All background is available</li> <li>- the story is written orderly</li> <li>- reorientation closes the events</li> </ul>
	<b>21-30</b>	<ul style="list-style-type: none"> <li>- Orientation is enough</li> <li>- actors and event are mentioned</li> <li>- almost chronological and coherence</li> <li>- reorientation closes events</li> </ul>
	<b>11-20</b>	<ul style="list-style-type: none"> <li>- Orientation gives some information</li> <li>- Some important information is eliminated</li> <li>- some parts of the story are mentioned</li> <li>- there is effort to write reorientation</li> </ul>
	<b>1-10</b>	<ul style="list-style-type: none"> <li>- Lack of orientation or even there is not</li> <li>- there is no background</li> <li>- the story is not coherent</li> <li>- there is no reorientation</li> </ul>
<b>Language Use</b>	<b>31-40</b>	<ul style="list-style-type: none"> <li>- the language is mastered very well</li> <li>- using vocabulary very well</li> <li>- very good grammar</li> <li>- appropriate style</li> </ul>
	<b>21-30</b>	<ul style="list-style-type: none"> <li>- the language is mastered well</li> <li>- using vocabulary well</li> <li>- good grammar</li> <li>- appropriate style enough</li> </ul>
	<b>11-20</b>	<ul style="list-style-type: none"> <li>- inconsistent language use</li> <li>- the vocabulary is not various</li> <li>- ungrammatical</li> <li>- unappropriate style</li> </ul>
	<b>1-10</b>	<ul style="list-style-type: none"> <li>- lack of language use</li> <li>- the reader get confusing in reading</li> <li>- worse grammar use</li> </ul>

Grade	Mark
31-40	A (Excellent)
21-30	B (Good)
11-20	C (Fair)
1-10	D (Poor)

Student's Scores: Content + Schematic Structure + Language Use



## 2. Data analysis of pre-test and post-test

The pre-test scores were statistically analyzed by using the formula of normality distribution and t-test. Data analysis on post-test employed exactly the same steps as in the pre-test data analysis. But in pre-test, the researcher examined first about the homogeneity of both experimental group and control group by using F-test. The data analysis is presented in detail as follow:

First, calculate homogeneity variance of the pre test. It aims to know whether the two variants of data are homogeny or not. If the data is not homogeny, t-test cannot be continued. Set the hypothesis  $H_0$  = data between the two groups is homogeny. Homogeneity variance test will use F formula as follows:

$$F = \frac{S^2_{Largest}}{S^2_{Smallest}} \text{ where } S_1^2 = \frac{\sum(x_1 - \bar{x}_1)^2}{n_1} \text{ and } S_2^2 = \frac{\sum(x_2 - \bar{x}_2)^2}{n_2} \quad (\text{Arifin, 2011: 286})$$

$S^2$	= Variance
$S_1^2$	= Variance of experimental group
$S_2^2$	= Variance of control group
$x_1$	= Score of experimental group
$x_2$	= Score of control group
$\bar{x}_1$	= Mean of experimental group
$\bar{x}_2$	= Mean of control group
$n_1$	= Number of subject of experimental group
$n_2$	= Number of subject of control group

The next is comparing the F ratio with F table (see appendix 3). The value of F table was determined by using  $F = \frac{1}{2} \alpha$  with df (degree of freedom) for numerator =  $n_T - 1$ , and df (degree of freedom) for denominator =  $n_C - 1$ . The value of  $\alpha$  was determined 0,10. If the F ratio is bigger of equal ( $\geq$ ) with the value of F table null hypothesis is rejected which means two groups are not equal. If F ratio is smaller ( $<$ ) than value of F table null hypothesis is not rejected which means two groups are equal and t-test can be continued. (Field 2005)

Secondly, determine the independent t- test. The steps in calculating independent t-test are: setting the hypothesis,  $H_1$ : there is a significant difference of means between the control and experimental groups. The formula in calculating independent t-test is:



$$t = \frac{\bar{x}_1 - \bar{x}_2}{\left( \sqrt{\frac{SS_1 + SS_2}{n_1 + n_2 - 1}} \right) \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}$$

$$\text{where } SS_1 = \sum x_1^2 - \frac{(\sum x_1)^2}{n_1} \text{ and } SS_2 = \sum x_2^2 - \frac{(\sum x_2)^2}{n_2}$$

(Gay, 1998)

$x_1$	= Score of experimental group
$x_2$	= Score of control group
$\bar{x}_1$	= Mean of experimental group
$\bar{x}_2$	= Mean of control group
$n_1$	= Number of subject of experimental group
$n_2$	= Number of subject of control group
SS	= Sum of Square

The next was comparing the value of  $t$  with  $t$  table (see appendix 4). The researcher selected  $p = 0,05$  then determined the appropriate degrees of freedom by using  $n_1 + n_2 - 2$ . If the ratio  $> t$  table, it means that the hypothesis is not rejected, there is a significant difference between two groups. In contrary,  $t$  ratio  $< t$  table, the hypothesis is rejected, there is no significant difference between the two groups (Coolidge, 2000).

### 3. Data Analysis of Questionnaire

The frequency of students' answers will be used to analyze data questionnaire. The formula of this analysis described as follows:

$$P = \frac{Fo}{N} \times 100 \%$$

Where:

P = Number of Percentage

F = Total number of each response for certain question

N = Total number of question

(Jumika, 2010: 35)

## FINDING AND DISCUSSION

### Finding

#### 1. Pre-Test Result

The pre-test was aimed to discover the equity of the two groups before administering treatments by using t-test procedure. The pre-test involved 80 students that divided into two classes. Class XI IPA 1 is as experimental group and XI IPA 2 is as control group which each class consists of 40 students.

The students' pre-test scores showed that the mean of students' scores of experimental group is 23,8 and the control group is 22,4 (see appendix 2). Those



scores were gained from the calculation from three aspects of writing namely content, schematic structure, and language use.

#### a. Variance Homogeneity Test

The pre-test was conducted in both control and experimental groups. It was conducted in order to identify the students' skill in writing recount text before the treatment. The pre-test scores of control and experimental group are presented in the table on the appendix page

After the pre-test scores were gained, the next stage was testing the variance homogeneity to examine whether or not the scores of experimental and control groups were homogenous.

**Table 4.1 Variance Homogeneity of Pre-test**

Pre-Test	N	Mean Score ( $\bar{x}_1$ )	Standard Deviation (S)	Variance ( $S^2$ )
Experimental Group	40	23,8	5,82	33,83
Control Group	40	22,4	6,36	40,42

From the table above, the variance of Experimental Group is 33,83 ( $S_1^2$ ) and the variance of control group is 40,42 ( $S_2^2$ ). So it could be concluded to know the homogeneity of both groups is **1,19**.

The first step in analyzing the variance homogeneity was stating the null hypothesis. The null hypothesis ( $H_0$ ) was 'the variance of both experimental and control group were homogenous. In the F table for  $P = 0,05$   $df_1 = 39$   $df_2 = 39$  (within 40), F ratio is 1,69 (see appendix 4). Based on the calculation, the value of F was smaller than the ratio on F table, **1,19 < 1,69**, so that null hypothesis was not rejected which means two groups are homogenous.

#### b. t-test of Pre-test

Independent t- test formula was used to analyze the significant differences between the pretest means of experimental and control groups. Firstly, we have to state the hypothesis as follows:

H1: there is a significant difference between means of experimental and control groups.



The result of t-test of pre-test of both experimental and control group is presented by the table below:

**Table 4.2 The Independent *t* test computation on Pre-Test**

Pre-Test	Sample Size (n)	Mean Score ( $\bar{x}$ )	Sum of Squares (SS)
Experimental	40	23,8	1353,21
Control	40	22,4	1619,22

From the table above, the mean score of Experimental Group is 23,8 and the mean score of control group is 22,4. So it could be concluded to know the *t* ratio of both groups is **1,02**.

In the *t* table for  $\alpha = 0,05$   $df = 78$ , *t* ratio is 1,99 (see appendix 5). Based on the calculation, the value of *t* is lower than the ratio on *t* table,  $1,02 < 1,99$ . According to the result, it can be concluded that the alternative hypothesis is rejected. This means that both experimental and control group were equal.

## 2. Post-Test Result

The post-test was conducted to control group and experimental group. Both groups were assigned to write a short recount text about their personal experience "Holiday"

The students' posttest scores show that the sum of students' posttest scores of experimental group is 1232,1 and the control group is 991,1 (Appendix 3). Like pretest scores, those scores are gained from the calculation from three aspects of writing namely content, schematic structure, and language use.

### a. Variance Homogeneity Test

The pre-test was conducted in both control and experimental groups. It was conducted in order to identify the students' skill in writing recount text before the treatment. The pre-test scores of control and experimental group are presented in the table on the appendix page.

After the pre-test scores were gained, the next stage was testing the variance homogeneity to examine whether or not the scores of experimental and control groups were homogenous.

**Table 4.3 Variance Homogeneity of Post-test**



Pre-Test	N	Mean Score ( $\bar{x}_1$ )	Standar Deviation (S)	Variance ( $S^2$ )
Experimental Group	40	30,8	5,82	17,36
Control Group	40	24,8	6,36	22,14

From the table above, the variance of Experimental Group was 17,36 ( $S_1^2$ ) and the variance of control group was 22,14 ( $S_2^2$ ). So it could be concluded to know the homogeneity of both groups is 1,28:

The first step in analyzing the variance homogeneity was stating the null hypothesis. The null hypothesis ( $H_0$ ) was 'the variance of both experimental and control group were homogenous. In the F table for  $P = 0,05$   $df_1 = 39$   $df_2 = 39$  (within 40), F ratio is 1,84. Based on the calculation, the value of F is smaller than the ratio on F table,  $1,28 < 1,69$ , so that null hypothesis is accepted which means two groups are homogenous.

#### b. t-test of Post-test

Independent t- test formula was used to analyze the significant differences between the post-test means of experimental and control groups. Firstly, we have to state the hypothesis as follows:

$H_0$ : there is no a significant difference between means of experimental and control groups.

$H_1$ : there is a significant difference between means of experimental and control groups.

The result of t-test of pre-test of both experimental and control group is presented by the table below:

**Table 4.4 The Independent  $t$  test computation on Post-Test**

Pre-Test	Sample Size (n)	Mean Score ( $\bar{x}$ )	Sum of Squares (SS)
Experimental	40	30,8	373,81
Control	40	24,8	885,83



From the table above, the mean score of Experimental Group is 30,8 and the mean score of control group is 24,8. So it could be concluded to know the t ratio of both groups is **6,74**.

In the t table for  $P = 0,05$   $df = 78$ , t ratio is 1,99. Based on the calculation, the value of t is lower than the ratio on t table,  $6,74 > 1,99$ . According to the result, it can be concluded that the alternative hypothesis is rejected. This means that both experimental and control group were equal.

### 3. Students' Perception towards the Use of Webbing Technique in Teaching Writing Recount Texts

This part discusses the data finding from questionnaire in order to identify students' perception towards the use of webbing technique in writing recount texts. The close-ended questionnaire with the valid items was distributed and 40 students were involved in. The questionnaire's items were set based on the second problem of the study and consist of 10 questions (see appendix 7). Those questions were aimed at finding out the students' perception towards the use of webbing technique in writing recount text. Furthermore, the result of the questionnaire is presented on the following table.

**Table 4.5 The Frequency of Data Questionnaire**

Number	Question				Total
	Yes		No		
	Fo	%	Fo	%	
1	29	72,5	11	27,5	100
2	8	20	32	80	100
3	7	17,5	33	82,5	100
4	38	95	2	5	100
5	37	92,5	3	7,5	100
6	39	97,5	1	2,5	100
7	35	87,5	5	12,5	100
8	39	97,5	1	2,5	100
9	34	85	6	15	100
10	37	92,5	3	7,5	100

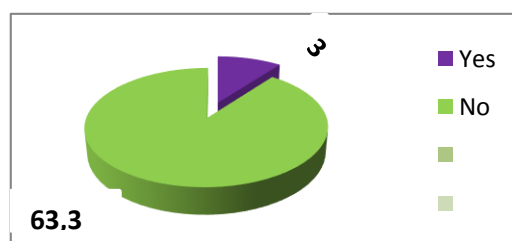
The table of questionnaire result shows that 72,5% of the students like English lesson, but 80% of them also think that writing is difficult. Meanwhile, the next question was their understanding on a recount text, 82,5% of the students



agree that before the treatment was conducted they did not understand about recount text.

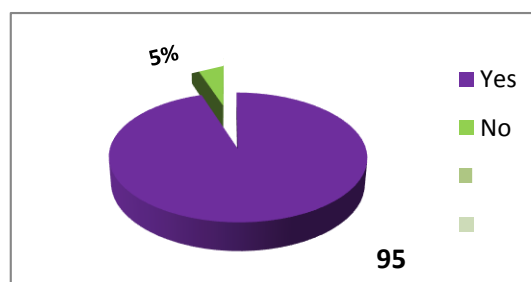
After the treatment was done, 95% of the students are able to make webs and 97,5% of them found that towards the use of webbing technique their writing skill on a recount text was improving. 97,5% of the students agree that webbing technique is useful and only 7,5% of them found the difficulties in making webs. So, 92,5% of the students want to keep this technique in writing recount text.

**Chart 4.1**  
**The students' Perception in Writing recount text**  
**before conducting the treatment**



The chart above shows the percentage of the students' perception towards their skill in writing recount text before conducting the treatment on the use of webbing technique where 63,3% of the students found that writing is difficult and their writing skills are poor.

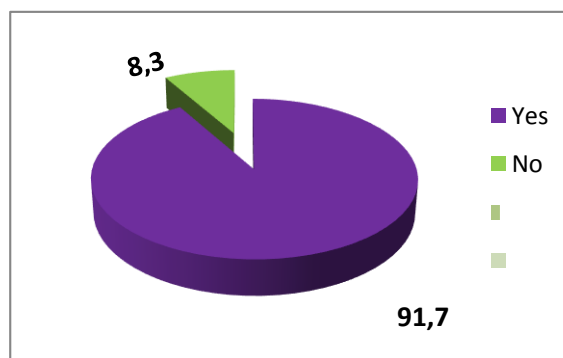
**Chart 4.2**  
**The students' perception towards their skill in writing recount texts**  
**after conducting the treatment**





The chart shows the percentage on the students' perception towards their skill in writing recount text after conducting the treatment on the use of webbing technique. It shows the improvements on students' writing skill where 84% of the students felt that the treatment could help them on increasing their writing skill.

**Chart 4.3**  
**Students' Perception towards the use of Webbing Technique in Writing Recount Text**



The following chart shows the percentage on the students' perception towards their ability in writing recount text after conducting the treatment on the use of webbing technique where 91,7% of the students agreed that the use of webbing technique could improve their skill in writing recount text.

## **B. Discussion**

### **1. The Students' Improvement in Writing Recount Text by Using Webbing Technique**

The first purpose of this study is the use of webbing technique in teaching writing recount text and it is expected that webbing technique improves students' writing skill. Referring to the comparison between pre-test and post test means of the experimental group that can be seen on the appendix 2 and 3, there is an improvement on the student score where the pre-test score is 23,8 and the post test score is 37,4. Moreover, the findings from the calculation of the study and the hypothesis testing above shows that the writing scores of the students in experimental group has a significant difference after the use of webbing technique in writing recount text was done in compared to the control's group achievement who did not receive the webbing technique as on the experimental group, but



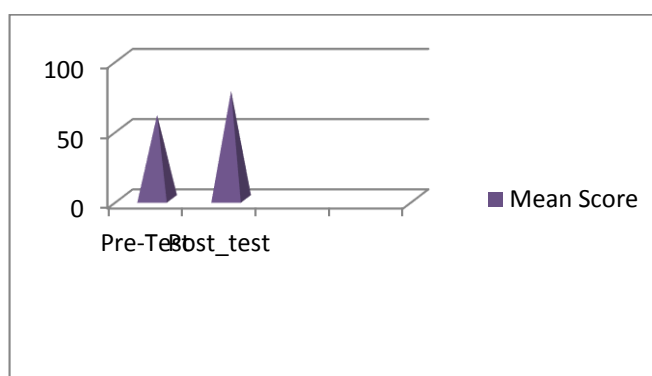
received the guided writing technique as has been mentioned in the second chapter. The statement above was strengthened by the findings on the independent t-test computation.

The result means that the null hypothesis is rejected and there is significant difference between post test means of the control and experimental groups. In other words, the students' score in experimental group is significantly different from the students' in control group after the treatment on the use of webbing technique has been given. So, it can be concluded that the use of webbing technique in writing recount text on the second grade students of senior high school makes some improvements to the students' writing recount text.

However, the result shows that the students writing skill is improving. Then, the statement that has been stated in the second chapter of the study towards the use of webbing technique where webbing is a high level of note-taking, drafting and brainstorming technique, improve students' writing skill, and resemble in certain ways to a spider chart but with adjustments which help the students to stimulate creativity is proven (Buzan, 2005: 157)

The minimum scores of the students that they must get is 70. It is the required score to achieve the teaching target. Before conducting treatment, the result of the pre-test of the students in the experimental class, only 11 students got minimum score target (70). However, based on the the result of post-test, Almost students of the experimental class achieved the minimum target (70 point). Only 2 students got lower scores (<70).

**Chart 4.4**  
**The Mean Score of Experimental Class**  
**in Pre-Test and Post-Test**



The chart above shows the significant different mean scores between pre-test and post-test of the experimental class. Before the treatment given, the mean score of students in the experimental class was 60. It is lower than the minimum score target (70). However, after the researcher conducted treatment to the experimental class, the mean score of the students became 77 (higher than the minimum score target). This means there was significant increasing of the students' writing recount text.

The significant difference also happened in the post-test result of both classes. The treatment made the mean score of both groups are significantly different. The mean score of control class was 62 and the mean score of experimental class was 77. Based on the mean score difference of both group, it can be concluded that the mean score of control class was lower than the minimum score target (<70) and the experimental class was higher.

**Table 4.6 The Level Difference of Both Group in Post-test**

	Experimental Class	Percentage	Control Class	Percentage
EXCELLENT (A)	17	42,5%	3	7,5%
GOOD (B)	23	57,5%	29	72,5%
FAIR (C)	0	0%	8	20%
POOR (D)	0	0%	0	0%
TOTAL	40	100%	40	100%

The table above shows the level difference between experimental and control class. The experimental class which got the treatment showed the better score than the control group. In experimental class, 17 students got excellent score and 23 students got good scores. Another side, only 3 students got excellent score, 29 students got good scores, and 8 students at the fair level in the control group.

In conclusion, it is relatively fair to state that the use of webbing technique in writing recount text on the second grade students of senior high school can improve the students' skill in writing recount text. Further, the second purpose of this study is to identify the students' perceptions towards the use of webbing technique in writing recount text.



## **2. The Students' Perception towards Webbing Technique**

The questionnaire was conducted in gaining it. The questionnaire result shows that the students' performance towards the use of webbing technique in writing recount text was good. Almost all of them enjoy the technique. However, a few students prefer the conventional way. Finally, having followed the procedures, the result shows that the use of webbing technique improves students' skill in writing recount text.

The finding from questionnaire shows that the students feel the improvement on their writing skill towards the use of this technique. The students do not feel depressed to make webs on a given topic (personal experience: "Holiday"), and then make a recount text based on their webs. It seemed to be an effective way to relax the students in following the stages on writing, such as note-taking, identifying a central idea, outlining, drafting and editing. The students think that webbing is helpful for writing and does not appear to be a test for them. It is the same as the explanation on the second chapter of the study that webbing is the best outlining methods for thinking ideas through quickly and recording thoughts before they disappear which produces a visible picture, so that students can begin to see where they are going (Buzan, 2005:155). Thus, the students enjoy the process and want to keep it as the technique in writing.

## **CONCLUSION AND SUGGESTIONS**

### **A. Conclusions**

As has been stated on the previous chapter, the present study investigated the use of webbing technique to improve students' skill in writing recount text and identify the students' perception towards the use of webbing technique in teaching writing recount text. The study employed quasi-experimental design in SMA Negeri 1 Sungguminasa. Two classes, each of which consists of 40 students, were selected as the control group and the experimental group.

The data gathered through pre-test and post-test was computed while data from questionnaire were analyzed based on the frequency students' answers and then were calculated and interpreted into percentages. Furthermore, this study has



proven that webbing technique is effective in terms of increasing students' achievement and improving their writing skill.

It can be seen on the means' scores on both of control and experimental group where the experimental group gained higher means scores (30,80) than the control group (24,8). If we convert these scores to interval 100, the mean score of the students in the experimental group is 77 and the control group is only 62 with minimum score target 70. This means the experimental group which was given treatment got the minimum target (>70). And also the scores of posttest in experimental group is improved (see appendix 2 and 3).

Then, the use of webbing technique in writing a recount text also obtains positive perceptions from the students. It can be seen on the result from questionnaire where the percentage of students' skill in writing is increasing after conducting the treatment as has been displayed on the first and the second chart on the fourth chapter where 87,5% of the students got the improvement and 92,5% of the students wanted to hold the webbing technique for improving their skill in writing, especially recount text. It support some experts perception towards the use of webbing technique where webbing is a high level of note-taking, drafting and brainstorming technique and could improve students' writing skill which help the learners to stimulate creativity (Buzan, 2005:167). Thus, the effectiveness of webbing technique can not be denied.

## **B. Suggestions**

Suggestions are directed to English teachers and future researchers. Teachers should take advantage of webbing technique in writing recount text not only to teach but also to create and enhance students' motivation, interest and achievement. Teachers especially those who teach English as a foreign language should be cognizant of the benefits of using webbing technique in writing recount text.

A combination of their skills, experience and the use of webbing technique will definitely bring about a more effective teaching and learning. For future researchers, it is suggested that this study could be a reference to conduct other



research on the same field. Future researchers may use true experimental research design to know whether or not the use of webbing technique is effective in improving students' abilities in other skills, such as speaking, reading and listening. Then, future researchers also may conduct the study on the use of webbing technique in writing other genres to see the effect on the use of it.

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